

LOI-CAMP (Y-PRO)-5

FRENCH

PROGRAM

SUMMER

'71

January 25th, 1971

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1. Introduction:

The recent Quebec crisis has had the effect of further polarizing this society. This polarization is not limited to the affluent and the poor, but unfortunately, includes polarization between the two language groups. As this becomes more entrenched, the possibilities for the anglophone minority to gain an understanding of the francophone milieu and culture become fewer and more strained.

The Montreal Y.M.C.A. aware that it must define its role in Quebec has acknowledged that as a basically anglophone institution it has a responsibility to promote and encourage understanding and interaction with the Quebecois on the part of the anglophone population. It is also aware that this task is extremely difficult as the "two solitudes" become more and more a reality.

The widely shared view of the stereotype Quebecois, developed in the main from the exposure given to certain elements of the Quebec milieu by the media, makes a rational and empathetic understanding of the situation, difficult. The development of this stereotype has resulted in a fear of contact with the majority and gives credibility to the claim of some that the anglophone population of Montreal exists in a ghetto.

It is in an attempt to promote a greater understanding on the part of the linguistic minority and encourage eradication of the ghetto stigma that the Montreal Y.M.C.A. is proposing the concept developed in this submission. The Y.M.C.A. with seven branches in the anglophone community and a tradition of providing summer programmes, is uniquely positioned to establish and administer such a program.

2. Concept.

A. Development.

The program was initially developed to help immigrant children overcome the resistance they developed to learning a third language. A language to which they in no way identified and which was introduced to them via outmoded and stagnant teaching methods.

Basically the concept was developed from the traditional day camp operation. Counsellors for the program were French-speaking students, the language of communication became predominantly French and activities and trips were planned in such a way as to give the participants an introduction to the life of the francophone milieu which surrounded them. Results of the program indicated that it was successful particularly in its effect on changing the attitudes of the participants. Several local specialist French teachers observed that children who had participated in

the summer experience were far more enthusiastic and more inclined to participate in classroom activities than their classmates who had not enjoyed the same experience.

In the summer of 1970, the International Branch, which had initiated the program, extended the program to include some 300 children. This was done with the financial assistance of the Social Action Branch, Citizenship Department of the Secretary of State.

The program of 1970 differed from the previous years in that it emphasized exposure to the Quebec culture rather than the French language and because attempts were made to involve parents in some aspects of the program. The use of unilingual counsellors was another innovation which proved highly successful and created a minimum of difficulties. Although parent participation was not all that had been hoped for, the program was successful and definitely contributed to the changing attitude of an immigrant community towards the francophone majority. This is no small achievement and indicates that the concept can become a vehicle for promoting understanding and interaction.

B. Summer '71

The proposed plan for this summer calls for expansion of the program to involve some 4,500 children. These children would be drawn from all parts of the western section of the Island of Montreal, that is from St. Lawrence Boulevard to Baie d'urfé.

This expansion is justified in that the program has been demonstrated as a viable and successful means of dealing with a social situation that will drastically effect future developments both locally and nationally.

The program will be decentralized and operate from some twenty sites. The sites will be selected so that they will be readily accessible for local participants and provide sufficient space for creative programming. Schools and social agency buildings seem the most likely possibilities.

Participants will work in small groups of 12 to 15 with a unilingual French student as counsellor. Each site will have a bilingual supervisor whose task among others will be to intervene and assist when problems arise with communications.

Basically the program will develop around one major experience each week. This experience could involve spending a day or more interacting and playing with children from francophone communities, or visits to institutions that reflect the Quebec culture and milieu. However, the decision as to what experience the group will participate in will remain in the hands of the counsellor and the group.

The remainder of the week will principally revolve around preparation for the event and assimilation of the experience through discussion and other forms of expression. Language instruction will be limited to short periods where children will be introduced to a vocabulary pertinent to their planned activity. The usual day camp activities, sports, etc., will be included, wherever possible, they will be used to encourage exposure to activities that are representative of the Quebec culture.

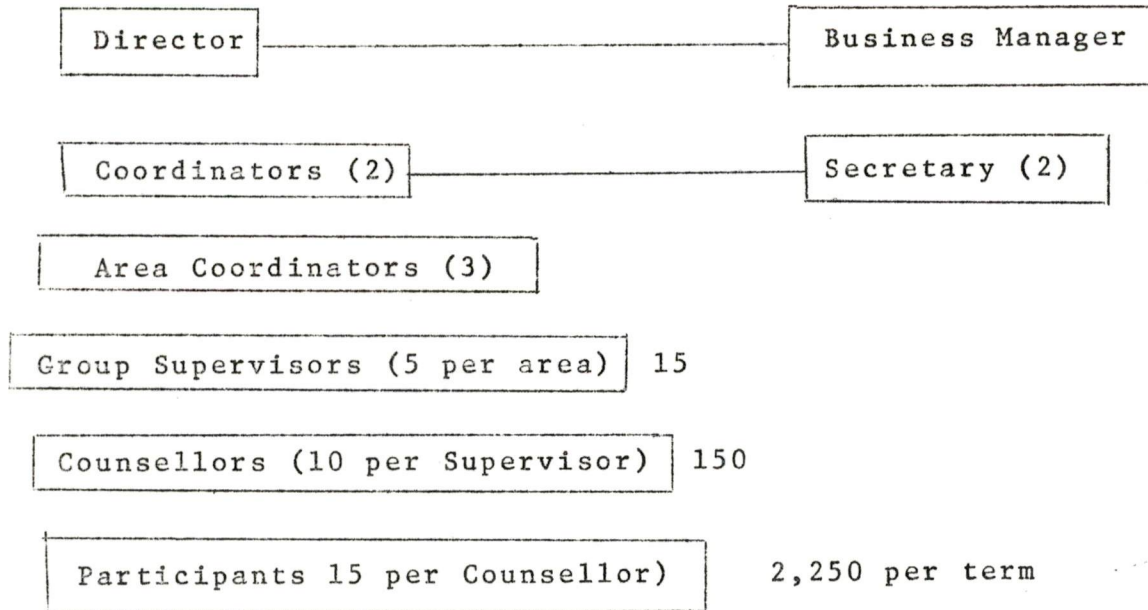
Larger groups will be brought together for planned activities using a day camp site in Ile Perrot. French groups will be invited to participate in these activities. A further possibility is to use facilities in the Laurentians. This would involve groups of up to fifty children in a more intensive experience as it would mean they would spend 3 or 4 days and nights with their monitors in a total French milieu.

From past experience it is apparent that the degree to which the children participate in these new experiences is dependent on the attitudes and enthusiasm of the counsellors. Emphasis will be placed on hiring counsellors who have some experience and a desire to work with children. Teacher-training institutions and the Université de Montréal will be approached in order to identify the students most likely to provide the leadership required.

Deliberate efforts will be made to develop programs that will involve the parents of the participants. Such programs could include film evenings, folk dancing, etc. It will be clearly spelt out in the job description and the training program that this is an essential component of the summer activity.

The program will operate for two terms of four weeks, 5 days per week. Fees will range between \$50 and \$10 per term and will be established on a regional basis, according to the general economic level.

3. Administration.



4. Budget.

Expenses

150 Counsellors @ \$600. ea.	\$90,000
15 Group Supervisors @ \$750 ea.	11,250
3 Area Coordinators @ \$1,000	3,000
2 Coordinators @ \$3,000	6,000
1 Business Manager	1,750
2 Secretaries @ 500 ea.	1,000
1 Director	3,000

116,000

Travel	30,000
Supplies and Promotion	25,000
Rentals	10,000
Training	10,000
Service Charge	5,000

80,000

TOTAL

196,000

Income

4,000 children @ avg. fee of \$25

100,000

Total subsidy requested \$96,000